GREENWOOD ACADEMIES TRUST

RUSHDEN PRIMARY ACADEMY

# Relationships and Sex Education Policy

## September 2026

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## 1. Values and Ethos

This policy covers the Greenwood Academies Trust's (GAT) and Rushden Primary Academy's approach to supporting children's development and understanding around relationships, health and sex education. The policy is developed in line with the expectations of the DfE Statutory Guidance for RSE (first published in June 2019).

We define 'relationships and sex education' as a curriculum which will help our children grow in confidence and understanding relating to how they as individuals will develop, grow and mature into responsible individuals.

- ✓ We believe relationships and sex education is important for our academies because it will help our children to value positive relationships and to have the confidence and strength of character to identify and lead a healthy lifestyle.
- ✓ We view the partnership of home and academy as vital in providing the context of open discussion, honesty and support.

The intended outcomes of the programmes of study are that pupils will:

- Know and understand, how as individuals our bodies change as we get older.
- Understand they have the right to be safe.
- Understand they have a responsibility to be a responsible, valued member of the academy.
- Develop the skills needed to lead a healthy lifestyle.
- Develop the attributes of positive relationships.

## 2. Aims

The aims of relationships and sex education (RSE) are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support the academy ethos of nurturing a caring community

## 3. Statutory Requirements & Legislation

The Greenwood Academies Trust follows the Department for Education statutory guidance that was statutory from September 2020. The guidance states which academies need to deliver relationships education, sex education and health education and what the RSE policy should include:

| **Relationships Education** | **Relationships and Sex Education** | **Health Education** |
|---|---|---|
| All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section). | All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section). | All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units. |
| | | The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Independent schools, however, may find the principles in the guidance on Health Education helpful in planning an age-appropriate curriculum. |
| The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges[7], although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE. | | |

| ***Policies for mandatory subjects*** | | ***Policy for non-mandatory subjects*** |
|---|---|---|
| **For primary education**[9] | **For secondary education** | **For primary schools that may choose to teach sex education** |
| Define Relationships Education | Define Relationships and Sex Education | Define any sex education they choose to teach other than that covered in the science curriculum. |
| Set out the subject content, how it is taught and who is responsible for teaching it. | | |
| Describe how the subject is monitored and evaluated. | | |
| Include information to clarify why parents *do not* have a right to withdraw their child. | Include information about a parent's right to request that their child be excused from sex education within RSE only. | Include information about a parent's right to request that their child be excused. |

Documents that inform the Trust's and Academy's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Locally Agreed RE Syllabus in line with SACRE Guidelines
- Supplementary Guidance SRE for the 21st Century
- Keeping Children Safe in Education – Statutory safeguarding guidance
- As an academy we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

Within the Greenwood Academies Trust, we assure that academies teach RSE as set out in this policy.

**4. Definition**

RSE teaches children and young people how to be safe and healthy. It teaches them how to manage their academic, personal and social lives in a positive way. RSE involves a combination of sharing information, exploring issues and values. RSE is not about the promotion of sexual activity or lifestyles.

***Relationships Education***: the focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). **See Appendices 1-3 for content mapping from the PSHE Association**.

***Health Education***: the focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. **See Appendices 1-3 for content mapping from the PSHE Association.**

***Sex Education***: the focus is on teaching children the facts about puberty (preparing boys and girls for the changes that adolescence brings) and reproduction (how a baby is conceived and born). Parents have the right to withdraw a pupil from sex education lessons up to three months before the 16th birthday of the pupil when the child can choose to opt in.

**5. Curriculum Design**

The curriculum for RSE is set out by each academy in line with this policy. Parents will be kept informed as per DfE expectations.

The curriculum at each of our academies will take into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online inappropriately.

The RSE programme is an integral part of whole school PSHE provision and will cover: Health and Well Being, Relationships and Living in the Wider World. It:

- is inclusive of equality and diversity and academies will demonstrate this by ensuring the curriculum enables all pupils to engage with it providing pupils with knowledge and awareness from a broad spectrum of society as a whole.
- will meet the needs, or be adapted for, those children with protected characteristics through teaching which respects and acknowledges all pupils.
- supports the demographic of the locality with staff and leaders being acutely aware of common issues and needs of our pupils.
- fosters gender equality and LGBT + equality by respecting the views and feelings of all and promoting an understanding of equality through openness and respect.
- will be planned and delivered through both direct teaching time each week and also across the curriculum with the core values being modelled and embedded through daily routines. The curriculum acknowledges the range of ages and takes into account content when considering the age of the pupils it will be shared with.
- will be taught through a range of teaching methods and interactive activities.
- Will ensure that learning about relationships and sex education will link to/complement learning in science and SMSC.

**6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and that of SMSC.

Stand-alone sex education lessons are optional at KS2 – see the table above for the DfE requirements.

**7. Roles and Responsibilities**

**The Trust**

The Trust has a set of activities that will monitor the quality and effectiveness of the RSE policy and curriculum in each academy. The Curriculum Assurance Board will be key to the monitoring of this policy and will develop additional support or guidance to academies if required.

**The Academy**

The Principal (Lindsay Edwards), is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw pupils from non- statutory/non-science components of Sex Education. The Principal is responsible for ensuring policy and practice are adhered to and that all information is made accessible to all parents and carers.

- The nominated person for PSHE is responsible for development of the curriculum and monitoring of the curriculum across the academy.
- It will be taught by teachers in each year group.
- Teachers will receive RSE training as appropriate.

The Principal should also ensure that there has been consultation with the academy community and parents/carers on the policy and curriculum for RSE in line with the guidance from the DfE. The academy should ensure this also published on the website. **Appendix 6** provides a template process for this.

**Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of Sex Education

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal. All class teachers are responsible for teaching RSE.

**Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 8. Safeguarding

Academies must consider how safeguarding and confidentiality protocols support safe and effective RSE practice.

- Teachers should be aware of the academy confidentiality policy.
- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.
- Teachers will consult with the designated safeguarding lead who will follow academy policy for safeguarding.
- Visitors/external agencies which support the delivery of RSE will be required to adhere to academy safeguarding policies, confidentiality and the RSE policy.

## 9. Parents' right to withdraw

Requests for withdrawal should be put in writing (form can be found at **Appendix 4**) and addressed to the Principal. The trust would expect the Principal to honour appropriate requests for withdrawal and meet with parents to discuss these in line with the DfE guidance as summarised in **Appendix 5**. Alternative work will be given to pupils who are withdrawn from sex education.

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. See Appendix 6 for DfE guidance on this issue.

Each academy is encouraged to be clear in their curriculum mapping which aspects of learning are 'Relationships Education', 'Sex Education' and 'Health Education' to support parents in decisions over withdrawal.

## 10. Training

Staff are to be trained on the delivery of RSE.

The Principal may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 11. Monitoring Arrangements

The delivery of RSE is monitored in Rushden Primary Academy by senior leaders and our RSHE lead (Kirsty Devonald) through activities such as planning scrutinies, lesson visits, children and staff surveys.
Pupils' development in RSE is monitored by class teachers as part of internal assessment processes.

The implementation of this policy is monitored by the Trust through:

- ✓ Assurance activities to ensure statutory arrangements are in place in each academy
- ✓ Assurance activities to ensure the academy policies are being implemented and the RSE curriculum in each academy is of sufficient quality
- ✓ This policy will be reviewed regularly and the Curriculum assurance Board will lead the development of any amendments to the policy.

## 12. Assessment

There are many reasons why it is important that learning in PSHE, including RSE, is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values.
- Without assessment, all a school can do is describe its PSHE provision, not show its impact.
- The DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" — therefore assessment for and of learning should be central to any PSHE education provision.

At Rushden Primary Academy:

- Pupils will be provided with time to discuss and share their thoughts and feelings appropriately
- Adults will be expected to respond to pupil needs through follow up work that could be whole class, small group or 1:1.

- Pupils will have opportunities to review and reflect on their learning through activities including reflection time, discussion, written work and artwork.
- Pupil voice and assessment will be used to adapt and amend planned learning activities
- Parents will be informed of pupil understanding in the usual ways including via parent consultations and written reports.

**13. References and Sources**

The following have been referenced during the development of this policy:

- The PSHE Association for the POS and Overview Documents
- Lincolnshire LA
- Beacon Primary Academy (Policy into Practice) in line with policy development across the East Coast Cluster
- Department for Education guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Equalities Act 2010
- Keeping Children Safe in Education
- Early Years Foundation Stage – Early Learning Goals and Development Matters

## Appendix 1: Curriculum Map for Early Years

### Personal, Social and Emotional Development: Making relationships

| | A Unique Child: observing what a child is learning | Positive Relationships: what adults could do | Enabling Environments: what adults could provide |
|---|---|---|---|
|  22-36 months | • Interested in others' play and starting to join in.<br>• Seeks out others to share experiences.<br>• Shows affection and concern for people who are special to them.<br>• May form a special friendship with another child. | • Ensure that children have opportunities to join in.<br>• Help them to recognise and understand the rules for being together with others, such as waiting for a turn.<br>• Continue to talk about feelings such as sadness, happiness, or feeling cross.<br>• Model ways of noticing how others are feeling and comforting/helping them. | • Make time for children to be with their key person, individually and in their key group.<br>• Create areas in which children can sit and chat with friends, such as a snug den and cosy spaces.<br>• Provide resources that promote cooperation between two children such as a big ball to roll or throw to each other. |
|  30-50 months | • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.<br>• Initiates play, offering cues to peers to join them.<br>• Keeps play going by responding to what others are saying or doing.<br>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. | • Support children in developing positive relationships by challenging negative comments and actions towards either peers or adults.<br>• Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included.<br>• Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried.<br>• Plan support for children who have not yet made friends. | • Plan activities that require collaboration, such as parachute activities and ring games.<br>• Provide stability in staffing, key person relationships and in grouping of the children.<br>• Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions.<br>• Provide a role-play area resourced with materials reflecting children's family lives and communities. Consider including resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos.<br>• Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying 'You can't play'. |
|  40-60+ months | • Initiates conversations, attends to and takes account of what others say.<br>• Explains own knowledge and understanding, and asks appropriate questions of others.<br>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.<br><br>**Early Learning Goal**<br>**Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.** | • Support children in linking openly and confidently with others, e.g. to seek help or check information.<br>• Model being a considerate and responsive partner in interactions.<br>• Ensure that children and adults make opportunities to listen to each other and explain their actions.<br>• Be aware of and respond to particular needs of children who are learning English as an additional language. | • Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends.<br>• Ensure children have opportunities to relate to their key person, individually and in small groups.<br>• Provide activities that involve turn-taking and sharing in small groups. |

Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development. 9

**The development of positive relationships is a key strand that runs through every area of learning in the early years. There is a specific learning intention about families.**

**This contributes to the early learning goal: *showing sensitivity to others needs and feelings*.**

Learning Intention

- To recognise that all families are different

Learning Outcomes

- Identify different members of the family
- Understand how members of a family can help each other

Resources

- *The Family Book,* Todd Parr
- Families pictures

**Appendix 2: Primary Expectations – from the PSHE Association**

## RELATIONSHIPS EDUCATION (PRIMARY)

| | By the end of primary school: Pupils should know: | KS1 | KS2 |
|---|---|---|---|
| Families and people who care for me | • *that families are important for children growing up because they can give love, security and stability.* | R2 | R6 |
| | • *the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.* | R1, R4 | R8 |
| | • *that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.* | H22, R3 | R2, R7 |
| | • *that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.* | R3 | R1, R6, R7 |
| | • *that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.* | R4 | R3, R5 |
| | • *how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.* | R5 | R4, R9 |
| Caring friendships | • *how important friendships are in making us feel happy and secure, and how people choose and make friends.* | R6 | R10 |
| | • *the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.* | R6 | R11 |
| | • *that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.* | R7 | R13, R14 |
| | • *that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.* | R8 | R16 |
| | • *how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.* | R9 | R18 |

| | | | |
|---|---|---|---|
| Respectful relationships | • *the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.* | H22, R23, L4, L6 | R32, R33, L6 |
| | • *practical steps they can take in a range of different contexts to improve or support respectful relationships.* | R6, R8 | R33, R34 |
| | • *the conventions of courtesy and manners.* | R22 | R33 |
| | • *the importance of self-respect and how this links to their own happiness.* | H21, H23 R22 | R31 |
| | • *that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.* | R22, H22 | R31 |
| | • *about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.* | R10, R11, R12 | R19, R20, R28 |
| | • *what a stereotype is, and how stereotypes can be unfair, negative or destructive.* | L4 | R21, L7, L8, L9 |
| | • *the importance of permission-seeking and giving in relationships with friends, peers and adults.* | R15, R17 | R22, R26 |
| Online relationships | • *that people sometimes behave differently online, including by pretending to be someone they are not.* | R14 | R23 |
| | • *that the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous.* | R12 | R24, R30, R31 |
| | • *the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.* | R20 | R24, R29 |
| | • *how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.* | R15 | R24 |
| | • *how information and data is shared and used online.* | H34 | L13, L14 |

| | | | |
|---|---|---|---|
| Being safe | • *what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)* | R17 | R22 |
| | • *about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.* | R13, R18 | R27 |
| | • *that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.* | R13 | H45, R25 |
| | • *how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.* | R14, R15, R19 | R24 |
| | • *how to recognise and report feelings of being unsafe or feeling bad about any adult.* | R20 | R29 |
| | • *how to ask for advice or help for themselves or others, and to keep trying until they are heard.* | R20 | R29 |
| | • *how to report concerns or abuse, and the vocabulary and confidence needed to do so.* | R20 | R29, H45 |
| | • *where to get advice e.g. family, school and/or other sources.* | R20 | R29 |

## HEALTH EDUCATION (PRIMARY)

| | By the end of primary school:<br>Pupils should know: | KS1 | KS2 |
|---|---|---|---|
| Mental wellbeing | • *that mental wellbeing is a normal part of daily life, in the same way as physical health.* | H1 | H15 |
| | • *that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.* | H11, H12, H13, H14 | H17 |
| | • *how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.* | H15, H16 | H19 |
| | • *how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.* | H18, H19 | H20, H21 |
| | • *the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.* | H17 | H16 |
| | • *simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.* | H18, H20, H24 | H16, |
| | • *isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.* | H24, H27, R7 | H24, R13 |
| | • *that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.* | R10, R11 | R19 |
| | • *where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).* | H19, R12 | H21, R20 |
| | • *it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.* | H24 | H22 |

| | | | |
|---|---|---|---|
| Drugs, alcohol and tobacco | • *the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.* | H37 | H46, H47, H48 |
| Health and prevention | • *how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.* | | H5 |
| | • *about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.* | H8 | H12 |
| | • *the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.* | H4 | H8 |
| | • *about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.* | H7 | H11 |
| | • *about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.* | H5 | H9, H40 |
| | • *the facts and science relating to allergies, immunisation and vaccination.* | H6 | H10 |
| Basic first aid | • *how to make a clear and efficient call to emergency services if necessary.* | H35, H36 | H44 |
| | • *concepts of basic first-aid, for example dealing with common injuries, including head injuries.* | H35, H37 | H43 |
| Changing adolescent body | • *key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.* | H25, H26 | H30, H31, H32, H34 |
| | • *about menstrual wellbeing including the key facts about the menstrual cycle.* | | H30 H31 |

## Appendix 3: Roadmap to Statutory RSE

# Roadmap to statutory RSE

These 10 steps provide a guide to support school leaders in preparing to provide high quality RSE as an identifiable part of PSHE education. These steps are based on established good practice and evidence. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Health Education will also be mandatory in all Government funded schools, which includes content on puberty. Government Relationships Education, RSE and Health Education guidance and regulations give further detail about the requirements. Schools that are ready to implement the updated guidance from September 2019 are encouraged to do so – September 2020 is proposed as the start date for mandatory provision.



## Appendix 4: Parent Form to Request Withdrawal

| TO BE COMPLETED BY PARENTS<br><br>Rushden Primary Academy Withdrawal from Sex Education | | | |
|---|---|---|---|
| Name of Child: | | Class: | |
| Name of Parent: | | Date: | |
| Reason for withdrawing from sex education: | | | |
| | | | |
| Please identify the lesson/s you wish to withdraw your child from: | | | |
| | | | |
| Any other information you would like the school to consider: | | | |
| | | | |
| Parent signature: | | | |

| TO BE COMPLETED BY THE ACADEMY | |
|---|---|
| Agreed actions from discussion with parents: | *Include notes from discussions with parents and agreed actions taken.* |
| | |

**Appendix 5**

## Right to be excused from sex education (commonly referred to as the right to withdraw)

45. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

46. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the

the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

48. This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.

49. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

50. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

**Appendix 6**

**Policy Development Template**

This policy has been developed in consultation with staff, pupils, parents and appropriate local stakeholders. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information, including relevant national and local guidance.
2. Staff consultation – all teaching staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend meetings about the policy. April 2026 Parent's Evening
4. Pupil consultation – we discuss with pupils what they want from their RSE as part of the RSE lessons.
5. Drafting of policy into practice for the Academy – a member of staff pulled together all relevant information, including relevant national and local guidance and feedback from the consultations and then drafted the policy.